DOCUMENT RESUME

ED 314 861 EA 021 571

AUTHOR Richardson, Mike; And Others
TITLE Supervised Practice: A Staff Development Model for Practicing Principals.
PUB DATE Nov 89
NOTE 15p.; Paper presented at the Annual Meeting of the National Council of States on Inservice Education (14th, San Antonio, TX, November 17-21, 1989).
PUB TYPE Speeches/Conference Papers (150) -- Guides - Non-Classroom Use (055)

EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Administrator Effectiveness; Administrator Guides; *Administrator Role; Demonstration Programs; Elementary Secondary Education; Inservice Education; *Instructional Improvement; *Instructional Leadership; *Principals; Problem Solving; *Professional Development; School Administration; *School Supervision

ABSTRACT

Instructional leadership, the essential component of an effective school, does not require inborn talents, but skills that can be learned and applied. A systematically designed and implemented training program positively affects practicing principals regarding the use of time, personnel, and resources in the school. The model training program outlined within this document consists of 36 hours of actual instruction with additional time allotted for participants to implement and to practice the training concepts on the job. Among the nine topics for principal development training--intended to be covered over an 18-month period to allow time for practice, reflection, and revision--are: (1) the effective schools movement; (2) characteristics of an effective principal; and (3) problem solving. To provide intensive assistance and the opportunity for supervised practice of key training concepts, trained consultants spend time in the schools with participating principals. A variety of training techniques are used by the consultants to teach the concepts. To be successful, the training concepts must be internalized with both the principal and the school; therefore, a nondirective approach is utilized with the principals, rather than a subjective, judgmental standard. (10 references) (KM)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED314861

SUPERVISED PRACTICE: A STAFF DEVELOPMENT MODEL FOR PRACTICING PRINCIPALS

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

X This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Robert Prickett

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

M. D. RICHARDSON
R. L. PRICKETT
C. R. MARTRAY
H. D. CLINE
G. C. ECTON
J. L. FLANIGAN

A paper prepared for presentation to the annual meeting of the National Council of States on Inservice Education in San Antonio, TX on November 17-21, 1989.

Mike Richardson is assistant professor of Educational Leadership and Coordinator of Educational Administration; **Robert Prickett** is assistant professor, Carl Martray is professor and Assistant Dean of the College of Education; and, **Dwight Cline** is professor of Educational Leadership; all at **Western Kentucky University**, Bowling Green. **Gayle Ecton** is Superintendent of **Henderson County**, KY Schools, and **Jack Flanigan** is associate professor of Educational Administration at **Clemson University**, Clemson, SC.

EA 021 571

SUPERVISED PRACTICE: A STAFF DEVELOPMENT MODEL FOR PRACTICING PRINCIPALS

Numerous reputable educational researchers have concluded that the principal is the key to an effective school. Principals alone do not have magic powers to create these effective schools, rather they have the ability to mobilize other resources: teachers, curriculum, funding, community, central office, etc., to assist in developing such schools. The principal, then, is the critical agent who gets things done. Most researchers agree that the principal determines the effectiveness of the school (Lane & Walberg, 1987).

The idea that principals are critical to the success of a school is relatively new to the educational literature. However, the research evidence is pervasive; the leadership of the principal alters the effectiveness of a school in spite of social obstacles including the family background of children, poverty and other detriments to learning. (Chase & Kane, 1983)

WHY THE PRINCIPAL?

Why is the principal so critical to school success? Numerous research studies have indicated that the principal is the most important ingredient in the effective school. As

reported by Greenfield (1987), "until recently, researchers ...have underestimated the importance of the school principal as an agent." One of the best known researchers of the effective schools movement, Ron Edmonds (1979), characterized the school principal as the determining factor in the schools' effectiveness. His study found:

1. Administrative behavior, policies, and practices in the schools appeared to have a significant impact on school effectiveness.
2. The more effective school was led by an administrative team that provided a good balance between both management and instructional skills.
3. The administrative team in the more effective school had developed a plan for dealing with student's reading problems and had implemented the plan throughout the schools.

Brookover and Lezotte (1982) found "a clear difference in the principal's role in the improving and the declining schools. In the improving schools they found the principal to be an instructional leader while the principal in the declining school was more interested in "informal and collegial relationships with the teachers." Therefore, it is imperative that principals assume the instructional leadership role because it is the main ingredient in an effective school and the principal is the person who must exercise the leadership.

INSTRUCTIONAL LEADER

Bevoise (1984) broadly defines instructional leadership as "those actions that a principal takes, or delegates to others, to promote growth in student learning." Dwyer (1984) includes "developing and maintaining an effective instructional program" in his definition. Manasse (1984) claims that "like high-performing leaders in the private sector, principals of successful schools have a vision of what their schools should be and of their roles in achieving it." Continuing, Manasse (1984) says, "The effective leader has the skills necessary to bring all the individuals and subsystems into congruence so that all work toward a common goal." Leithwood & Montgomery (1982) specified that instructional leadership is associated with assertive, achievement-oriented behavior in an orderly, purposeful, and peaceful school climate. It is characterized by a principal who holds high expectations for staff and pupils and who has a well designed instructional and evaluative system.

The term instructional leader clearly describes the primary role of the principal in the quest for excellence in schools. Leadership alone will not suffice; more is needed than a strong principal with concrete ideas and skills to make the ideas work. He or she must lead toward educational achievement; must be a person who makes instructional

quality the top priority of the school; and, must be able to bring that vision to realization. Therefore, instructional leadership and excellence are inseparable and essential elements of an effective school. Probably, more significant is the conclusion from research that instructional leadership does not require in-born talents, but skills that can be taught and applied.

There are several assumptions which are related to the designation of the instructional leader in a school. In order to develop a solid framework for discussion, these assumptions must be outlined. First, the principal is the specifically designated leader in the school at the building level because the principal is the most significant actor in establishing and maintaining an effective school. Second, the principal may delegate elements of instructional leadership responsibilities to other members of the school staff, but the principal ultimately remains responsible for the leadership of the school.

The effective instructional leader possesses some specific qualities and characteristics. These characteristics are illustrated from clinical and experimental research as well as from field observation of practicing principals. Duke (1986) summarized the practical instructional leadership characteristics and skills needed by an effective principal.

1. Staff--Effective principals actively recruit

excellent teachers, provide them with continual staff development activities, and maintain a highly motivated staff. Effective principals provide opportunities for teachers to be involved in planning and implementing staff development activities, thereby motivating them to provide leadership to the school and making them feel needed and useful members of a professional team. Effective principals also realize that teachers wish to participate in a system which empowers them to make contributions and decisions concerning the organization, particularly as decisions affect their personal and/or professional welfare.

2. Instructional support--Effective principals provide support to teachers which will help them refine classroom management skills, minimize absenteeism among students and teachers, and involve the community as a resource for the school, particularly parents. Effective principals structure faculty meetings which are positive, productive, and efficient. Instructional support also includes maintaining control to promote an orderly atmosphere in the school and to avoid distractions from instruction. Principals also develop systems for time management and appropriate record keeping as efficiently as possible to ensure that teachers are

allowed to perform their most important function, teaching, not busy work or redundant paperwork.

3. Adequate resources--The principal is responsible for providing adequate resources, such as learning materials and supplies, appropriate facilities, and skilled support personnel. Principals often develop creative techniques to circumvent bureaucratic "red tape" and obtain the resources that students and teachers need.
4. Quality control--Principals maintain quality control of the instructional program through supervision, rewards, and sanctions of the teaching staff. Effective principals convey high expectations to teachers and continually remind them of school goals, objectives, and the overall vision. Principals use both administrative monitoring and clinical supervision techniques to assist teachers and ultimately evaluate them. Student progress is also closely monitored through the use of test data, classroom observations, consultation with teachers and support personnel, grades, guidance data, and other pertinent information. Typically, this area lends itself to delegation to members of the administrative team.
5. Coordination of activities--Principals are responsible for coordinating the numerous

activities, programs, and functions of the school to assure that the various parts operate smoothly and efficiently to reduce stress on the classroom teacher. For example, principals provide the avenue for the sharing of information between classroom teachers and instructional specialists. Also, the principal provides coordination of purchasing instructional materials and supplies, textbooks, developing teaching and classroom schedules, scheduling outside resource personnel, providing opportunities for sharing among the staff, and scheduling extracurricular activities.

6. Problem solving--Effective principals engage in troubleshooting to anticipate and solve problems in advance. This requires continual contact with students, faculty, and the community.

TRAINING

A systematically designed and implemented training program has a positive effect on practicing principals regarding the use of time, personnel, and resources in the school. The trainers provide ample opportunity for the principals to participate in each phase of the training program and for the principals to implement strategies as developed during the training process. The training and implementation of the program are intense and individualized

with each participating principal. The program consists of thirty-six (36) hours of actual instruction, with additional time for participants to implement and practice the training concepts on the job. The program components are spread over eighteen calendar months to allow time for practice, reflection, and revision.

TOPICS FOR TRAINING

Based upon the needs outlined above, this staff development training for principals focuses on the following topics.

1. The effective schools movement
   a. A review of the literature
   b. Skills of an effective principal
2. Characteristics of an effective principal
   a. Management skills
   b. Instructional leadership skills
   c. Self analysis of effective skills
3. Time management
   a. Prioritizing
   b. Planning
   c. Public relations concepts
4. Interpersonal skills
   a. Needed for change
   b. Communication
5. Goal setting

a. Developing the vision

b. Articulating the vision

c. Monitoring the vision

6. Conferencing skills

a. Use in staff development

b. Observation skills

1. Selective verbatim

2. At-task behaviors

3. Verbal flow

4. Teacher movement

5. Questioning techniques

6. Classroom management

7. COI

c. Use of objective data

d. Providing non-judgmental feedback

e. Promoting a helping relationship

f. Development of communication skills

g. Development of interpersonal skills

7. Site-based management

a. Collaborative decision making

b. Staff development

8. Conflict management

a. Interpersonal

b. Group

9. Problem solving

a. Generic

b. Specific

SUPERVISED PRACTICE

The key ingredient of this staff development program is the supervised practice component. Trained consultants spend time in the schools with participating principals to provide intensive assistance and the opportunity for supervised practice of key training concepts. Principals also have the occasion to use the consultants for both invididual and guided reflection on the status of training concepts. Consultants formally and informally monitor the progress of principals in inplementing the training concepts.

PARTICIPANT OBJECTIVES

At the conclusion of the training the participants:

1. identify the characteristics of an effective school.
2. list the skills of an effective instructional leader.
3. translate the instructional leadership skills into a personal action plan for his/her school.
4. conceptualize and verbalize a visionary goal statement for his/her school.
5. identify time management strategies to more effectively prioritize and plan their activities.
6. enumerate and demonstrate effective interpersonal skills (communication) necessary for the principalship.

7. demonstrate skill in collaborative decision making.
8. design an action plan for promoting site-based management techniques.
9. demonstrate several different observation techniques and skills.
10. demonstrate effective conferencing skills, including communication skills and interpersonal skills.
11. demonstrate techniques for effectively managing conflicts arising between the principal and teachers, principal and students, principal and parents, principal and other administrators, teachers and students, teachers and teachers, teachers and parents, and teachers and other administrators.
12. demonstrate the ability to identify specific educational/school problems and methods for making logical and appropriate decisions.

TRAINING TECHNIQUES

Consultants use a variety of training techniques to teach and practice the concepts. Role play, simulations, video-tape presentations, case study, fact-finding activites, as well as analysis of oral and written communication techniques are used with the participants. The monitoring activities and supervised practice will be non-judgemental, with the consultant guiding the participating principal in a reflective mode. To be successful the training concepts must

be internalized with both the principal and the school. Therefore, a non-directive approach is utilized with the principals, rather than a subjective, judgemental standard.

BIBLIOGRAPHY

Brookover, W.B. & Lezotte, L. (1982). Creating effective schools. Holmes Beach, FL: Learning Publications.

Chase, C.M. & Kane, M.B. (1983). The principal as instructional leader: How much more time before we act? Denver, CO: Education Commission of the States.

DeBevoise, W. (1984). Synthesis of research on the princpal as instructional leaders. Educational Leadership, 41 (5).

Duke, D.L. (1982). What can principals do? Leadership functions and instructional effectiveness. NASSP Bulletin, 65, (456), 1-12.

Dwyer, D. (1984). Forging successful schools: Realistic expectations for principals. Educational Horizons, 63 (1).

Edmonds, R. (1979). Effective schools for the urban poor. Educational Leadership, 37, 15-27.

Greenfield, W. (1987). Instructional Leadership. Boston: Allyn and Bacon.

Lane, J.J. & Walberg, H.J. (1987). Effective school leadership. Berkeley, CA: MrCutrhan.

Leithwood, K.A. & Montgomery, D.J. (1982). The role of the elementary principal in program improvement. Review of Educational Research, 52 (3), 309-339.

Manasse, A.L. (1984). Principals as leaders of high performing systems. Educational Leadership, 41, (5), 42-46.